

Library community should be proud of involvement in state budget

by **Cal Potter**, Administrator
Division for Libraries, Technology, and Community Learning



Cal Potter

As the 1999-2001 state biennial budget has slowly progressed through its final stages of development, the library community can certainly take pride in the increased involvement of many library groups and individuals in the prior months of legislative deliberations.

Some of that increased involvement was due to the type of issues, such as the very visible and popular BadgerLink project, which brought forth a strong outpouring of support and a rather rapid solution to the continued funding dilemma. But all library budget items found greater constituent participation. Funding for BadgerLink, the four state library resource contracts, UW library needs, restoration of the Common School Fund for school libraries, and Newsline for the Blind were decided during the Joint Finance Committee stage of the budget process. This was a testament to the strength and good timing on the part of a concerned library community.

Please see Budget involvement—page 2



New Sun Prairie Library

This is the view upon entering the new Sun Prairie Public Library, which opened to the public in May. For more photographs, see page 5.

Teacher licensing changes will affect new school library media specialists

by **Richard Sorensen**, Consultant
School Library Media Programs

Most school library media specialists are aware that State Superintendent John Benson proposed new rules for preparing and licensing teachers. After hearings held around the state in April 1999, modifications were made to some of the sections, including PI 34.33, subsection (5m) (a) Instructional Library Media Specialist.

The DPI website contains full information about the proposal, along with a letter from Benson commenting on the process and the plans for moving the proposal into administrative rule this fall. Go to www.dpi.state.wi.us/dlsis/tel/newrules.html.

Here is a summary of what the proposal, with the modifications made in response to the

hearings, says about the process for becoming a school library media specialist.

Performance Based Licensure

The intent of the new rules is to assess teacher competence on a performance

Please see Licensing changes—page 4

For more about licensing proposals, visit:
www.dpi.state.wi.us/dlsis/tel/newrules.html

State Budget

Budget involvement shows positive results—from front page

There are a number of library folks who did stellar work in articulating the needs and details of library issues to policymakers. High on the list of good workers was Doug Baker, WLA Library Development and Legislative Committee chair, who not only was an active and vocal spokesperson on the issues, but also used extensive e-mail communications to keep everyone informed. Naming the many others who were active in the budget debate would almost certainly result in omitting deserving individuals. Therefore, it is sufficient to say that the number of such advocates was numerous and it was great to see and share their enthusiasm. You all are commended for your efforts.

Library organizations also put forth a great effort to keep each other informed on their needs and shared in the advocacy. On several occasions over the past year, most often at our Reference and Loan Library, representatives of the major library groups met to discuss current

issues, exchange thoughts, and decide upon common actions. The old adage that the world has gotten smaller and we are more interdependent is certainly true in the library field as well, a reality which can and has helped build stronger and more unified promotional efforts. Many of the same 1999 issue challenges will be present in future topic debates, and what has been learned and accomplished should serve to further group cohesion and influence in the future.

While our library systems did not get the level of aids needed to meet their budgetary challenges, and the inclusion of a sunset on BadgerLink funding in 2001 in the Assembly budget version was troubling, library issues overall were well received in the competition for time and dollars.

One lesson that clearly emerged over the past months is that library system support still needs to have a greater voice in the broader library community. Achievement of BadgerLink funding

was a testament to what widespread and vigorous backing can accomplish. Funding for library systems, BadgerLink, resource contracts, UW Libraries, school libraries, and other continuing programs mean we will surely be facing advocacy challenges again in the future.

Overall, the library community took a step up in 1999 in its expressed support for its programs and the ability to work together. Hopefully all this will serve as a foundation on which to build in the future. ■■

CCBC co-sponsors conference

Points of View in Books for Children and Young Adults

The Cooperative Children's Book Center (CCBC), a children's and young adult literature library located at the UW-Madison that is funded in part by the Department of Public Instruction (DPI), will co-sponsor an Oct. 8-9, 1999, conference for the International Board on Books for Young People (IBBY). The Friday-Saturday conference will take place at the Memorial Union on the UW-Madison campus. Other sponsors include the University's School of Education Outreach and the United States Board on Books for Young People (USBBY).

Literature for children and young adults has been greatly enriched by the variety of personal experiences that authors and artists bring to their work. Whether they strive to re-create the comforts of a small child's intimate world or broaden the experiences of young readers by showing them worlds beyond their doorsteps, all book creators make decisions about point of view as they shape and reshape their work. The conference will examine points of view from a variety of perspectives: literary and artistic, social and political, individual and communal.

Please see IBBY—page 3



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Unsolicited articles are accepted, but will be printed only after approval from DLTL staff. Press releases of state and national library/media/educational organizations are printed when space allows and if they are considered to be of state-wide interest.

Deadlines are February 1 for the March-April issue, April 1 for the May-June issue, and so on.

Send comments about bylined articles to the authors. Direct other content inquiries to editor Mark E. Ibach at the division address, at (608) 266-3374, or at mark.ibach@dpi.state.wi.us. Mailing list changes and requests for subscriptions or extra copies should be submitted to Karen Nowakowski at the division address, (608) 267-9219, or karen.nowakowski@dpi.state.wi.us.

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IBBY—*from page 2*

Among the conference speakers are authors and illustrators: Nina Bawden, Anthony Browne, Floyd Cooper, Lois Ehlert, Sarah Ellis, Kevin Henkes, Keiko Kasza, Hector Viveros Lee, Julius Lester, Naomi Shihab Nye, Katherine Paterson, and Anne Pellowki. Noted publishers, editors, educators, and librarians also will participate as speakers and interest group discussion leaders.

The second annual Charlotte Zolotow Lecture will feature author Katherine Paterson at the Memorial Union Theatre October 7. Author/illustrator Uri Shulevitz—whose illustration from *Snow* (Farrar, Straus & Giroux, 1998) accompanies this

Points of View in Books for Children and Young Adults IBBY Regional Conference



Friday and Saturday, October 8-9, 1999
Memorial Union, University of Wisconsin-Madison

article—will receive the Charlotte Zolotow Award which is administered by the CCBC. The award is given annually to the author of the best picture book text published in the United States in the preceding year. Established in 1998, the award is named to honor the work of Charlotte Zolotow, a distinguished children's book editor for 38 years with Harper Junior Books, and author of more than 65 picture books. Ms. Zolotow attended the UW-Madison on a writing scholarship from 1933-36 where

she studied with Professor Helen C. White. The lecture is free and open to the public.

Other pre-conference options on October 7 include the following tours:

- Baraboo area: International Crane Foundation and Circus World Museum
- Milwaukee area: Milwaukee Public Library Central Children's Room, Betty Brinn Children's Museum, Milwaukee Art Museum
- Frank Lloyd Wright sites in Madison and Taliesin
- Sterling North boyhood home in Edgerton

For more information visit the CCBC website at www.education.wisc.edu/ccbc/usby.htm. For a brochure contact Linda Shriberg, Office of Education Outreach, at (608) 262-4477 (shriberg@education.wisc.edu). ■■

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Education Licensing Reform

Licensing changes will affect library media specialists—*from page 1*

basis rather than simply on courses and clinical experience. Also required will be a test established by the State Superintendent to measure content knowledge. These items will apply to school library media specialists.

Stages of Licensure

The rules specify three stages at which an individual may be licensed: Initial Educator, Professional Educator, and Master Educator. While the three stages of licensure will apply to school library media specialists, they were altered slightly. In accordance with the recommendations of the Professional Standards Council, the State Superintendent agreed to “make the rules consistent with current requirements for licensing library media specialists.” So, now this portion of the new rules reads as follows.

“PI 34.33 Supplementary categories. In order to receive a license issued under a supplementary category under this subchapter, an individual shall hold a license issued by the department. Licenses under this subchapter may be issued in the following categories:

(5m) (a) **INSTRUCTIONAL LIBRARY MEDIA SPECIALIST.** In order to qualify for an instructional library media specialist license, an applicant shall complete a program that incorporates Wisconsin’s model academic standards for library media, including all of the following strands:

1. Media and technology.
2. Information and inquiry.
3. Independent learning.
4. The learning community.

(b) In order to receive a professional educator license under this subsection, an applicant shall have a master’s degree or the equivalent in an approved library

media services program.”

This means that:

- Candidates will once again need to be eligible for a license in another teaching area as well as school library media services, regardless of whether the initial license is based on a major or minor in school library media services.

- There will continue to be a 901 and a 902 license (instead of an initial and professional 902 as originally proposed). By the end of five years persons holding the 901 license must be eligible for the 902 license.

- To be eligible for the 902 license, candidates will have to master a specific set of competencies and gain the university’s endorsement verifying that they have taken the proper courses or have otherwise demonstrated competence. This is a modification of the original proposal that requires all teachers holding the initial license to “design and complete a personal professional development plan relating to the educator standards.”

- The requirement for “a team of individuals to review and approve the initial educator’s professional development goals” would not apply to the person moving from the 901 Initial Library Media Specialist license to the 902 Professional Library Media Specialist license, since these “goals” would be determined by the university’s approved 902 program license.

- The library media specialist holding the initial 901 license would still “receive ongoing orientation, support, and mentoring from the employing school district during the five or fewer years” that he or she holds the nonre-

newable initial (901) license. No modification was made here.

- Once the library media specialist has obtained the Professional Educator (902) license, he or she would renew it or apply for the Master Educator license in the same way other teachers would, according to the proposed new rules, by completing “a professional development plan and provide documentation of professional development activities related to the plan’s goals.” The professional development activities would include college or university credit courses, workshops, seminars, conferences, or other activities such as action research, curriculum development, appropriate work experiences, district committee work, professional organization or association work, presentations at conferences, publications, teaching courses, or special projects. Successful completion of the professional development plan would be monitored and verified by a professional development council composed of peers in the employing school district.

After five years of successful experience, a master’s degree, and evidence of exemplary performance and professional activities as assessed by an external team of peers, a licensee may be granted a 10-year renewable master educator license. Certification by the National Board for Professional Teaching Standards meets this requirement. The master educator license is not mandatory.

For more information about how the new rules for teacher preparation and licensing affect school library media specialists, contact Richard Sorensen, DLTCL, at (608) 266-1924 (richard.sorensen@dpi.state.wi.us). ■■

Sun Prairie Public Library

1350 Linnerud Drive



Clockwise from top left:

- Outside view
- Children's area
- Main Library Entrance
- Entrance tree to children's area
- Computer Room
- Collection Stacks



Technology Literacy Challenge Fund

Oconto Falls teacher Kirst honored

Milwaukee TLCF project receives national recognition

Editor's Note: *This article was prepared by Rob Roy, DPI's TLCF consultant, and Neah Lohr, director of the DLTC's Information and Instructional Technology Team.*

Several projects or individuals funded through the Technology Literacy Challenge Fund (TLCF) program have been recognized nationally for their efforts in using technology as an educational tool.

Milwaukee Public Schools (MPS) was chosen to present at the U.S. Department of Education (USDE) Technology Director's conference in Washington D.C. in early July. The Milwaukee Middle School Technology Initiative provided teachers with training in the development of lessons for students using technology and then required them to work with others in their buildings to share the knowledge. There also is an assessment component to the project. Beginning its third year, the project is having a significant impact on the teaching and learning process in MPS middle schools.

The purpose of this conference was to highlight new and emerging data from states, districts, and classrooms across the country as they tackle the task of evaluating and assessing the impact of computers and telecommunication connections on teaching and learning. The stated goal was "Learn from our daily use of technology and understand its impact on teaching and learning...build upon what we know to develop strategies to analyze data in the real world."

Kathy Swope, Performance Assessment Specialist and MPS TLCF grant administrator, and Sherlyn Brown, Burroughs Middle School Teacher, were co-presenters in a session at the conference. They also staffed a Spotlight exhibit during the conference.



Kathy Swope, MPS performance assessment specialist (left), and Sherlyn Brown, Burroughs Middle School teacher, presented information at the U.S. Department of Education (USDE) Technology Director's conference in Washington D.C. about the Milwaukee Middle School Technology Initiative. This ongoing project provides teachers with training in the development of lessons for students using technology and then requires them to work with others in their buildings to share the knowledge.

As a follow-up to the July conference, the USDE will continue to engage researchers, educational practitioners, and government policymakers in a dialogue about promising state and local projects. This conference set the stage for substantive discussions and development of new tools to assess the impact of technology on student achievement, motivation, and learning as well as teacher professional development.

Scott Kirst Honored by ISTE

The International Society for Technology in Education (ISTE) presented the Outstanding Technology-Using Educator Award to Oconto Falls High School physics and science teacher Scott Kirst in June at the National Educational

Computing Conference in Atlantic City, NJ. This award recognizes and honors individuals who have demonstrated outstanding achievement in implementing technology to improve education. Nominations were solicited from ISTE's international organization affiliates. Kirst has twice been voted the district's "Teacher of the Year". He has served as an educator to his students, to other teachers through academies and workshops, and to his community through software classes taught at a local hospital.

Kirst also is involved in technology planning initiatives throughout Wisconsin and served as a Project Team Member for the ISTE National Educational Technology Standards (Phase 2). This

Please see TLCF—page 7

Student interns play vital role at Reference and Loan

by **Willeen Tretheway** and **Mary Clark**
Reference and Loan Library

This summer the Reference and Loan Library benefited greatly from participation in the Department of Public Instruction's 1999 Summer Affirmative Action Intern Program. Two students from the UW-Madison School of Library and Information Science worked as library services assistants on a variety of tasks and projects in the library's technical services section. Another intern, who is a doctoral student in education, worked in the DPI Professional Library and Statistical Information Center on data collection for the Wisconsin School Directory.

The State Superintendent's Affirmative Action Advisory Committee coordinates DPI's summer intern program, the focus being to attract qualified college and graduate students from affirmative action groups, i.e. women, racial/ethnic minorities, and persons with disabilities. Fourteen students were hired for full or part-time work over 13 weeks during the summer. The interns worked in several of the department's divisions in positions ranging from communications specialist and education specialist to publication editor and information management technician. Staff at Reference and Loan Library felt fortunate to be able to have intern candidates with previous library experience and education.

The DPI is committed in its efforts to make the summer intern program a success and a positive experience for all involved. Coordinators at DPI worked hard to make the program a rich learning experience for the interns, and at the same time to make the mentoring experience a gratifying one for the department's permanent staff. Through a series of mentor training, intern orientation, and intern-mentor networking meetings, this summer's interns were welcomed into the DPI workplace community and provided with an understanding of the broader context for their work. They had the opportunity to learn first-hand how one state agency operates, and the many constituencies it serves. It also was an opportunity for the interns to consider a future state agency job.

The interns at Reference and Loan were



LeRoy LaFleur

Heidi Marzen and LeRoy LaFleur. Heidi also works part time at the McFarland Public Library. She will graduate from SLIS in 2000 and hopes to pursue a career in library reference services. LeRoy, who also is planning a year 2000 graduation, has been working at the Wisconsin State Historical Society microfilm lab this summer. LeRoy is still undecided about his final career plans in the library world.

The supervisor at Reference and Loan was Mary Clark. She and Willeen Tretheway, with the involvement of all of Reference and Loan's technical services staff, acted as mentors for the two interns. Both Heidi and LeRoy made great progress in barcoding the library's collection. They helped with many other database tasks and with troubleshooting problems for the library's new online catalog and circulation system. They learned practical cataloging skills and procedures as they worked on audiovisual cataloging projects. LeRoy cataloged many of the videocassettes in the "Picture of Health" series of 240 programs recently deposited at the Reference and Loan Library by the UW Hospital and Clinics, Department of Outreach Education. Heidi helped catalog new audiocassettes of programs recorded at the 1999 annual American Library Association Conference. ■■



Heidi Marzen

TLCF—from page 6

phase involves the development of sample lesson plans that incorporate technology into the curriculum.

National Governor's Conference

The Fall Creek Technology Literacy Challenge Fund (TLCF) Consortium—known as Cluster A—which includes Altoona, Augusta, Eleva-Strum, Fall Creek, and Osseo-Fairchild—was one of only three practitioner sessions presented in May at the National Governor's Conference in San Francisco. The sessions gave top state-level policymakers a vision of what is possible in terms of increased student motivation and learning through the proper use of technology. Presentations showed examples of students doing powerful, different things in mastering the basics that would not be possible without technology. Actual examples of student products, problem-based learning, community involvement and outreach, and virtual learning situations were featured.

In addition to the presentation at the National Governor's Conference, consortium members presented "A Consortium Collaboration: Building Virtual Museums for the Classroom" at this year's annual TLCF conference in Wausau. For more information about the Cluster A consortium and their virtual museum project, see their website at www.cesa10.k12.wi.us/clustera/. ■■

‘Picture of Health’ videocassettes now available from R&LL

“Picture of Health”, a continuing series of videocassettes produced by the University of Wisconsin Hospital & Clinics Department of Outreach Education, now is available from the Reference and Loan Library (R&LL).

These 30-minute programs provide community and patient information on a variety of physical and mental health and related issues and concerns. They contain up-to-date information that is intended to help the average adult viewer make informed choices about his or her health and health care.

A complete collection of the nearly 240 programs currently available in the “Picture of Health” series has been deposited at the Reference and Loan Library by the University of Wisconsin Hospital & Clinics Department of Outreach Education in order to make all of the titles available for free library loan. The collection will be kept current with the addition of new programs as they are produced, and by the withdrawal of outdated titles.

The producer describes the programs as dealing with wellness (staying healthy), prevention (avoiding illness), and intervention (actions to take when sick). Each program features one or more guest experts from the faculty and staff of the University of Wisconsin Hospital and Clinics, Medical School, or School of Nursing in a discussion hosted by a professional moderator. These medical specialists answer questions and explain conditions and treatments in language for the layperson.

There are programs on physical illnesses and conditions such as heart attack, osteoporosis, gout, bladder control, stroke, gland disorders, spider veins, migraine, diabetes, hearing loss, infertility, gallstones, and food intolerance. There are programs on bipolar disorder, agoraphobia, stress, domestic abuse, death, hair transplants, attention deficit disorder, age-related changes, and advance directives. There also are programs on nutrition and the food pyramid, as well as programs dealing with concerns relating to adolescence such as date violence, self-esteem, acne, eating habits, and teen pregnancy. Rounding out the series are programs on parenting concerns such as bed wetting, colic, discipline, sleep patterns, toilet training, and childhood headaches. There are many other topics as well.

The titles in the “Picture of Health” series have been added to the Reference and Loan Library’s “VHS Videocassette Loan Catalog” online at www.dpi.state.wi.us/dlcl/rll/vhslist.html. This unannotated title listing of Reference and Loan’s more than 7,000 VHS videocassettes can be searched by keyword. A keyword search of “picture health” or “picture

of health” will bring up a listing of all of the programs in the series. A search by specific condition or illness will be successful if the word appears in the title. A keyword search for “asthma,” for example, will retrieve citations for programs in the “Picture of Health” series, as well as for any other programs in Reference and Loan’s collection, that include that word in the title. The programs in the “Picture of Health” series will all be cataloged and will eventually appear on WISCAT, the statewide union catalog of library holdings (wiscat.brodart.com).

Enhancements to R&LL’s Videocassette Catalog

In addition to continually updating the list with new titles, some enhancements have been made to the R&LL’s online “VHS Videocassette Loan Catalog”.

Titles in the library’s videocassette collection having certain special features now can be identified either by qualifying a title search or by doing a search by the particular special feature. The special features indexed are: “Closed Captioned” (CC); “Open Captioned” (OC); “Signed” (SN); “Silent” (SI); “Non-Narrated” (NN); “Audio Enhanced” (AE), which identifies audio enhanced videocassettes for the visually impaired; and “Subtitled” (SU). A special feature search for closed captioned videos will retrieve over 400 titles. A special feature search for subtitled videocassettes will retrieve over 60 programs. There are fewer titles having the other special features.

An indication of language has been added to the title entry for most of the programs in a foreign language listed in R&LL’s “VHS Videocassette Loan Catalog”. Retrieval of citations is by title keyword search. To identify videocassettes in Spanish, for example, enter a keyword search for “in Spanish” or “Spanish.” Titles with the qualifier “(In Spanish)” that indicates the program is in Spanish will be retrieved. The names of other programs that contain the word “Spanish” also will be retrieved.

Libraries and media centers of all types may call or send requests for videocassettes found in the “VHS Videocassette Loan Catalog” directly to the Reference and Loan Library or they may send them through regular interlibrary loan channels. Organizations and businesses, teachers at kindergarten through 12th-grade schools, faculty and staff at academic institutions, and state agency employees also may choose between contacting R&LL directly or sending interloan requests through their libraries.

The Reference and Loan telephone number for direct video requests is (888) 542-5543 or (608) 224-6169. The fax number is (608) 224-6178. All other users, including individual borrowers, should request materials on interlibrary loan through their public library rather than contacting Reference and Loan directly. ■■

Seventh-graders are digital time travelers

A group of seventh-graders retraced, for a day, the centuries old route of early voyagers in a replica birch bark canoe built at the North Lakeland Discovery Center in Manitowish Waters. Students then created their "virtual" trip on a website titled "Digital Time Travelers".

Jim Bokern, a social science teacher and expert on local history and archeology, set the stage to take the students back in time. During the week-long experience students toured the Lac de Flambeau Museum and visited an archeological site. Students were introduced to the journals of early explorers of the areas such as the "Report on the Surveys of the Boundary between the State of Michigan & the Territory of Wisconsin" (sic) as recorded from the surveys, journals and field notes of Thomas Jefferson Cram (previously unpublished material). Just like the early explorers, students recorded their experiences in journals.

Along the way science teacher Ryan Christianson guided the students through some of the local flora and fauna. Students learned how Moosewood can be used to make twine, saw bark ripped off a tree by a bear, and examined water quality issues in modern times.

The "Digital Time Travelers" project will be continued and expanded next summer at the North Lakeland Discovery Center. Each year students will add to the knowledge base stored on the website (marshfield.k12.wi.us/socsci/discovery). The continually expanding website will allow visitors the opportunity to navigate the north woods with a virtual canoe trip supported with jour-



As part of a project to learn more about Wisconsin's history, a group of seventh-graders spent a day retracing the centuries old route of early voyagers in a replica birch bark canoe.

nals, research, images, and observations of its creators. In the words of the project sponsors, "We are hopeful that these webpages and experiences will

create a broad forum to promote discussion, debate, and achieve new levels of understanding regarding the early natural and cultural resources." ■■

ALA welcomes technology report

The American Library Association (ALA) welcomed a new technology report from the U.S. Department of Commerce as corroborating the association's position that Internet connectivity in libraries is crucial.

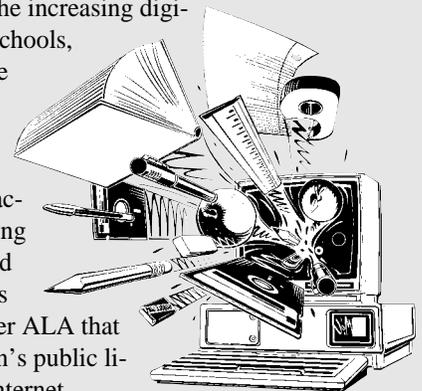
Falling Through the Net III - Defining the Digital Divide, released July 1 by the U.S. Department of Commerce and its National Telecommunications and Information Administration (NTIA), describes the increasing digital divide and the challenges for libraries, schools, and community access centers as part of the public policy solutions to closing the gap between the information "haves" and "have-nots."

The report documents that library users access the Internet for important, life-sustaining purposes such as job-hunting, education and locating health information. These findings complement research by the 57,000-member ALA that indicates more than 75 percent of the nation's public library outlets provide public access to the Internet.

Many of those outlets provide Internet access to rural and low-income areas.

About 70 percent of rural library outlets provide Internet access, while nearly 80 percent of outlets serving poverty areas provide Internet access.

A PDF version of the report is available at www.ntia.doc.gov/ntiahome/digitaldivide/. ■■



Update on 'Public Library Services for Youth with Special Needs: A Plan for Wisconsin'

The final version of the *Public Library Services for Youth with Special Needs: A Plan for Wisconsin* was distributed to all Wisconsin public libraries and public library systems in July. Within the next few months it will be sent to schools, to agencies that work with youth with special needs, and to interested individuals. The purpose of the plan is to improve library services to low income children and teens and those with disabilities.

The plan, which was developed in 1998 and early 1999 using Library Services and Technology Act (LSTA) monies, defines

youth with special needs as children and teens from birth through age 17 who are poor and/or have disabilities. A 23-member task force created the plan, using as their foundation the results of a statewide conference about at-risk children and teens that was held in March 1998. At the heart of the 60-page plan are its six goals, which can be found on pages 16 through 27.

These six goals are arranged in the order in which a library would implement them.

- planning
- staff training
- diversifying services, materials, and equipment
- collaborating
- ensuring physically accessible library buildings and developing outreach programs
- marketing libraries.

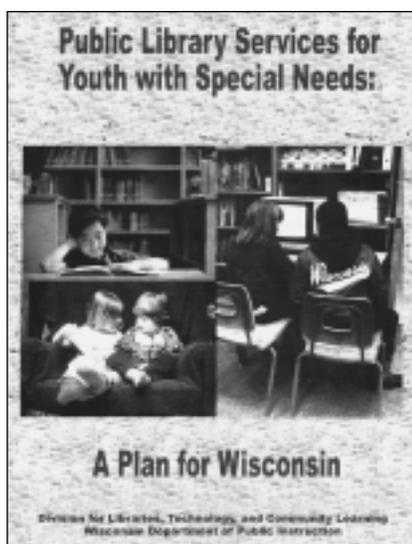
Under each public library objective there are suggested activities. Core activities—those that can be carried out by libraries of all sizes with relatively little time or money—are indicated with an asterisk in the goals, and also are listed separately as "Getting Started in a Few Minutes a Week." (see article at right)

The plan also contains objectives—for public library systems and for the state library agency—that are designed to support the public library objectives and activities. In addition to the goals, the plan contains

- a section on the demographics on youth with special needs in Wisconsin.

- the results of a 1997 statewide survey of public library services to youth with special needs (as well as the survey form itself).
- agencies with which public libraries might want to cooperate in carrying out the plan.
- descriptions of LSTA projects for special needs youth implemented in Wisconsin within the last few years.
- an annotated bibliography.

The "Youth with Special Needs Plan" is available on the DPI website (www.dpi.state.wi.us/dltcl/pld/ysnpl.html). A Word version of the document is at www.dpi.state.wi.us/dltcl/pld/doc/ysnpl.doc. If you need additional copies of the plan, or if you have questions or comments about it, contact Frances de Usabel at (608) 266-0419 (frances.deusabel@dpi.state.wi.us). ■■



Getting Started in a Few Minutes a Week

The following activities are taken from the goals of *Youth with Special Needs: A Plan for Wisconsin*. They are basic steps libraries of all sizes can take to reach out to youth with special needs with relatively little time or money.

- Know your community.
- Adopt and promote policies and procedures that are responsive to the needs of youth with special needs.
- Train staff regularly about library policies.
- Inform staff that creating a welcoming atmosphere is a top priority for the library.
- Schedule youth with special needs as a topic for at least one staff meeting per year.
- Provide training for staff and the public on using library assistive devices.
- Inform trustees regularly about library services to youth with special needs.
- Include trustees in diversity and ability awareness training.
- Provide for open posting of employment and volunteer opportunities.
- Weed and update collections on a regular basis.
- Include the needs of youth with special needs in youth and adult collection development policies.
- Contact the schools.
- Invite agencies and support groups to meet at the library.
- Invite community or regional groups to present programs to the community and staff at the library.
- Provide library tours and printed information in accessible formats.
- Maintain contacts with local newspapers and other media. ■■

The 'Youth with Special Needs Plan' and troubled teens

One of the two main purposes of the *Youth with Special Needs Plan* is to improve library services to children and teens living in poverty. There is a positive correlation between poverty and criminal behavior, and the plan addresses the issue of young people in trouble and how public libraries can work with them. In their response to the *1997 Public Library Special Needs Youth Survey*, which provided background information in developing the plan, several public libraries mentioned that they provide a work site for youth who are required by the county court system to do community service work.

Marcia Sarnowski, who served as a member of the Special Needs Youth Task Force, is a library consultant at the Wind-ing Rivers Library System headquartered in La Crosse. For the past several years the system has been providing library service to the county jails and the state cor-rectional facilities in its service area, as well as to the La Crosse County Juvenile Detention Center. In late 1998, Marcia met with Jill Dunne, a supervisor at the Detention Center, to learn about the youth housed at the Center. Marcia wrote the following article about her visit to the detention center.

La Crosse County Juvenile Detention Center

The La Crosse County Juvenile Detention Center is operating at capacity much of the time. On any given day up to 42 young people—ages 10 to 17—are held at the Center. Most have been detained for criminal violations (secure detention), but some have been assigned there due to family problems—abuse, neglect, abandonment, domestic violence (non-secure detention). These populations are separated from each other, but they have joint access to some portions of the facility.

This center is one of 15 in the state, and shift supervisor Jill Dunne estimates that children from over 60 Wisconsin counties have been sent to this location, though the majority are from the nearby area. Children are brought here because their county of residence has no facility for handling them, or because there is no space available in a center closer to their home.

What happens to these young people while they are here? They attend school classes about two hours every day, with one teacher in each section (secure and non-secure students together) using mate-

rials supplied by the La Crosse School District. They have court dates, hearings, counseling sessions, and visits from their families on a limited basis. Staff member work with them, trying to help them focus on turning things around before they embark on a journey to the adult court and the adult criminal system. Many kids are unable or unwilling to think about their futures—to recognize that their current choices will have a lasting impact on the rest of their lives. They live in the “now”, seeking the approval and the community of their friends and peers.

Some of the young people come from diverse cultural settings; the staff sees a range of behaviors from extreme bigotry to despairing confusion among those from families where the parents speak no English. The bilingual children have to try to relate to their peers in one way, and to their families in a completely different way. Sometimes interpreters are needed to help parents understand what is happening to their child.

Dunne reports that they are seeing more young children (e.g. age 10 and up) enter the system, and perhaps because their educational routines are so disrupted, literacy among these young students is an increasingly important issue. The staff is seeing changes in the legal attitude toward these young people, as the emphasis shifts from “treating kids like kids who have had bad influences” to “treating kids like criminals, because they are criminals”.

What are the information needs of this population and the professionals who work with them? Certainly, current re-sources that support the curriculum provided by the school district are necessary. Leisure materials that encourage reading

Please see Troubled teens—page 13



Directories of youth services

Copies of the following directories related to youth with special needs are available by contacting your public library system special needs consultants or youth services liaison or Frances de Usabel at frances.deusabel@dpi.state.wi.us.

- Wisconsin Head Start Directory, dated April 1, 1999—An alphabetical listing of Wisconsin Head Start sites with contact information.
- Secure Juvenile Detention Facilities, dated December 1998—A list of the county juvenile detention facilities in Wisconsin with addresses and contact information.
- Wisconsin WIC Program Project Directory, dated December 1998—Includes a map of the WIC sites and contact information for them. (WIC is Women, Infant and Children, is a nutrition program for low income women and children under 5.) ■■

Librarian Certification

Committee reviewing public librarian certification

by **Peg Branson**
LSTA Coordinator

Since March, a Public Librarian Certification Committee has been reviewing the Wisconsin Administrative Code language relating to public librarian certification with the goal to make recommendations for updates.

When appointing the committee, Cal Potter, administrator, Division for Libraries, Technology, and Community Learning (DLTCL) also asked members to recommend changes in the *Certification Manual for Wisconsin Public Librarians* to give guidance for public librarians and boards of trustees in meeting the requirements of Wisconsin's certification law.

Committee members are:

- **Jocelyn Bubolz**, Waukesha County Library System;
- **Carol Erickson**, Winding Rivers Library System;
- **Ken Hall**, Winnefox Library System;
- **Sandra Robbers**, Indianhead Library System; and
- **David Weinhold**, Eastern Shores Library System.

The committee completed the first phase of its responsibilities and recommended several changes to the public librarian certification requirements. The recommendations did not suggest major, substantive changes in current certification rules and guidelines but rather changes that would clarify, update, and refine those rules and guidelines. The recommendations were reviewed with the public library system certification consultants in May and were sent to all public library and public library system directors in June for comments and suggestions. The comments received were generally positive, with most respondents supporting the proposed changes.



Seated left to right are Mike Cross, Jocelyn Bubolz, Carol Erickson, Sandra Robbers, and Ken Hall. Standing is Peg Branson. Missing are committee member David Weinhold and DLTCL staff member Larry Nix.

The Council on Library and Network Development (COLAND) has statutory responsibility for recommending standards for the certification of public librarians. COLAND members reviewed the certification recommendations and responses from the library community in July, recommending that the DLTCL proceed with changes in the Wisconsin Administrative Code. The administrative rules process requires action by State Superintendent John Benson, a public hearing on proposed rules, and submission of proposed rules to the legislature.

While the proposed public librarian certification changes are not major, they will improve and clarify the certification program for those who administer it at the system and state level, and for those who must abide by the certification rules and guidelines.

Among the recommendations are:

- participation in continuing education should be measured by contact hours rather than Continuing Education Points (CEPs);
- the required number of contact hours for continuing education should be the

same (100 hours) for all grade levels;

- five-year, rather than annual, provisional certificates should be granted to library directors affected by such things as a population increase;
- the name of the certificate awarded to those who need to complete library course requirements should be changed from "provisional" to "temporary" and the time requirements for the grade levels should be clarified (up to one year for grade three and up to three years for grade two);
- library directors eligible for temporary certification should be required to apply for such certification within three months of employment; and
- a temporary one-year certificate should be established for previously certified librarians whose certification has been expired for at least one year and who have not served as the administrator of a public library or public library system in Wisconsin during that period. After one year and 20 contact hours of continuing education, the person would be eligible for a regular five-year certificate. ■■

Senate Bill 204 introduced

Senate Bill 204—which expands the membership of the Council on Library and Network Development (COLAND) from 15 to 19 members and limits members' terms to two three-year terms—was introduced June 29.

Under the proposed language in SB 204, there would be nine professional members and 10 public members. Currently there are seven professional members and eight public members. COLAND requested the bill to expand the opportunities to serve on COLAND. The bill has been referred to the Senate Education Committee.

The full text of the bill can be found at www.legis.state.wi.us/billtext.html. You will need the Adobe Acrobat Reader to view the text. ■■



Sun Prairie Storytime

In addition to some of their favorite books—as well as many new and exciting titles—children are treated to finger plays, flannel board stories, dances, songs and activities such as the “circle game”.

Troubled teens—from page 11

and learning skills also are important. The Winding Rivers Library System, which serves La Crosse and the surrounding counties, secured funds through a federal grant several years ago to purchase some basic reference materials for the Center to support the homework needs of the students. In addition, a rotating collection of paperback books, primarily leisure reading, is delivered to the facility four times a year.

Center staff have specific information needs—recognizing and dealing with behavior problems and the effects of their treatment, the signs of severe depression, and anger management techniques. Independent living and life management materials are helpful for them to use with these young people, as they try to instill in their clients the importance of taking the responsibility for their own choices.

It is a sign of the times that the La Crosse County Juvenile Detention Center is often full. The staff members who work with its residents are trying to make it the last stop before the adult justice system. Unfortunately, for some it will be only the first stop.

Winding Rivers Library System staff members have learned about the library needs of the staff and the young

residents at the La Crosse County Juvenile Detention Center. The system is providing curriculum and recreational materials for the youth, and professional materials for the staff, using federal LSTA and system resources.

Other activities listed in *The Youth with Special Needs Plan* related to troubled youth are contacting local law enforcement/juvenile justice workers to identify community service opportunities available at the library and library outreach to alternative high schools, juvenile detention facilities, and residential institutions for youth. Appendix C of the plan, “Library Services and Technology Act Projects for Youth with Special Needs,” describes two grants for institutionalized teens that have been funded in the last couple of years, and there also have been recent LSTA projects in which libraries work with alternative schools. Copies of these grants are available from the DLTCL, and there will be a session at the Wisconsin Library Association Conference in October on library services to teens in trouble.

A list of the county juvenile detention facilities in Wisconsin with addresses and contact information is available from your system special needs consultant, system youth services liaison, or Frances de Usabel at (608) 266-0419 (frances.deusabel@dpi.state.wi.us). ■■

Delivery Service Advisory Committee making progress

by Sally J. Drew

Reference and Loan Librarian

The Delivery Services Advisory Committee, appointed in the fall of 1998, has met twice in 1999. During meetings Jan. 15 and May 20, members discussed their vision for delivery services and issues, problems, concerns, and successes.

Vision for delivery services

Committee members recommended that the following language from the Wisconsin Library Technology Strategic Plan be adopted as a mission statement for delivery of library materials: "Wisconsin residents have equitable, convenient, and universal access to the information and knowledge resources they need to meet personal, work, educational and community goals."

They also noted that the interlibrary loan guidelines developed in 1996 indicate that library staff should choose a method of delivery that strives for two-day delivery within their system area and three-day delivery outside their system area. Committee members discussed their vision in relation to four components.

- **Speed-Delivery**—Services should be available to libraries five to six days per week, and three-day delivery service across the state's delivery network should be the goal. Libraries may want to consider changing borrowing practices to fit this optimum delivery timeframe.
- **Convenience**—It is important for all types of libraries to be involved in the delivery network. The use of minimal packaging and handling and door-to-door delivery to a designated place in a library building are important.
- **Cost/Sustainability**—Currently there are differing models for delivery service funding among various consortia. There needs to be equity of costs in relation to library or institution budgets. There should be consideration of a multitype delivery formula that "postalizes" costs

with a subsidy to participants. There needs to be consideration given to start-up and replacement costs such as more red bins, trucks, and staff.

- **Control**—Once an item is delivered to a public library system, the system is encouraged to give better service to local libraries. Members questioned whether public library systems are the best sorting or hub sites for the backbone.

Additional Information

The committee discussed the need for additional information and recommended that Reference and Loan Library and South Central Library System staff conduct two small studies to supplement the information contained in the 1997 report prepared by Ruth Bessant—*Delivery of Library Materials in Wisconsin*. Approximately \$10,000 in Library Services and Technology Act Advisory (LSTA) funding was made available for these studies. The committee recommended that the 1993 study that measured transit time for materials delivered be replicated so that the information could be compared over time. They also recommended that the delivery service patterns be analyzed in northern Wisconsin where a separate commercial courier is used.

At the May meeting, Sally Drew and Ruth Bessant described the progress made on these two studies. The study to measure transit time was conducted in April 1999, and Ruth Bessant provided preliminary observations to the committee members. A final report is expected this fall.

A route study is being conducted in Indianhead Library System, Northern Waters Library Service, Wisconsin Valley Library Service, and Nicolet Federated Library System. All four systems use Waltco Inc. for their internal system delivery services. For the purposes of the study, all four systems will be considered as a single geographic area. Hubs for sorting may be set up at other locations than public library system headquarters. The study will set up

hypothetical routes and recommend changes if appropriate. This study is scheduled for completion by December 1999.

Recommendations

The committee asked David Weinhold to write a letter to the LSTA Committee recommending continuation of the grant to Northern Waters Library Service and allocating funding to achieve five-day-a-week delivery between systems in the northern part of the state and the South Central Library System. The LSTA Advisory Committee discussed this letter at its March meeting. Funding was approved to continue the Northern Waters Library Service grant for another year, but the delivery schedule was maintained at three days per week.

UW Automation and Delivery Service

At the May 20 meeting, Lorie Docken, UW-Madison, reported on the status of the implementation of the Endeavor online catalog and circulation system in UW System libraries and the Request for Proposal (RFP) for delivery services among University of Wisconsin campuses. Docken said the vision for the automation project is that students, faculty, and staff will have barrier free and timely access to UW library materials. The project has three components:

- bibliographic database development;
- integration of interlibrary loan and circulation systems; and
- delivery of library materials to libraries statewide.

Installation is scheduled to be complete by the end of 1999.

Each campus will have its own Z39.50 web server with the campus bibliographic database. Broadcast searches will be made among campuses, a universal index will facilitate response time, and duplication in search results will be eliminated. The servers also will be able to search other Z39.50 servers. The Council of University of Wis-

Please see Committee—page 15

CHANNEL/JULY-AUGUST 1999

Group purchase for Grolier Encyclopedias Available

The original BadgerLink plans included a full-text encyclopedia, but there were not sufficient funds even though Grolier Inc. had submitted responses to the original RFP for both a statewide purchase and for a group library purchase.

The DLTCCL has, however, negotiated a group library purchase plan for Wisconsin libraries with Grolier that provides a discount for three online encyclopedia products through the Internet. Grolier Online allows readers the opportunity to unleash the research power of three highly regarded encyclopedias in one attractive package:

- The New Book of Knowledge Online with NBK NEWS

- Grolier Multimedia Encyclopedia Online
- Encyclopedia Americana

Not available individually, these three encyclopedias provide readers with a wealth of authoritative editorial content, engaging multimedia materials, and cutting-edge Internet access by way of thousands of pre-selected and frequently updated hyperlinks to the Web.

Packaged with "The New Book of Knowledge Online", the "NBK NEWS" is devoted to current events stories running the gamut from social studies to animals to sports and recreation. Accompanying each news story is a weekly lesson plan

that helps teachers weave current events news stories into the curriculum to enhance the learning process. The "Encyclopedia Americana" boasts two additional research tools for online subscribers as well. The "EA Journal" is a searchable database of current events intended for use in social studies, history, and current events classes as well as for general reference. Written by Americana editors, the "EA Journal" also provides links to related websites, background articles in the encyclopedia, country maps and flags, and a database of important online periodicals and news sources. The "Wall Street Journal Almanac" brings the knowledge and insight of the Wall Street Journal editorial staff within the reach of students and users. The Almanac's impressive network of articles and subarticles offers a lively overview of U.S. politics, sports and entertainment supplemented by over 1,000 charts, graphs, and statistical summaries of important economic and demographic data.

These products can be ordered through the Reference and Loan

Library or directly from Grolier Inc. Order forms and informational materials are available from the Reference and Loan Library. If ordered directly, libraries must indicate on the order from that they want to take advantage of the Wisconsin state pricing. Libraries will receive invoices directly from Grolier. Current customers for these products will receive the discounted prices at renewal time.

Subscription rates are listed below.

- **Academic libraries**—\$0.41 per undergraduate FTE with a minimum of \$325 per institution (includes the Encyclopedia Americana Online and the Grolier Multimedia Encyclopedia Online.)

- **Special libraries** (Special library pricing includes not-for profit organizations and other corporate entities registered with BadgerLink).—\$0.41 per employee with Internet access with a minimum of \$325 per institution (includes the Encyclopedia Americana and the Grolier Multimedia Encyclopedia Online.)

- **K-12 schools**—\$0.41 per FTE students for two online encyclopedias or \$0.51 per FTE students for three online encyclopedias with a minimum of \$325 per school for two encyclopedias and \$375 for three encyclopedias. For the New Book of Knowledge Online and Grolier Multimedia Encyclopedia Online, FTE is based on grades 3-12. For the Grolier Multimedia Encyclopedia Online and the Encyclopedia Americana Online, FTE is based on grades 4-12. If all three encyclopedias are purchased, FTE is based on grades 3-12.

- **Public libraries**—\$0.41 per FTE (service area population) for two online encyclopedias or \$0.51 per FTE for three online encyclopedias with a minimum of \$325 per library for two encyclopedias and \$375 for three encyclopedias. To calculate FTE, take 5 percent of the service area population for building access or 12 percent of the service area population for building and remote access. ■■

Committee—*from page 14*

consin Libraries is developing plans for unmediated interlibrary loan and circulation transactions among campuses. The interlibrary loan system will be International Organization for Standardization compliant.

Docken also reported on plans for improvement of the delivery system among UW System campus libraries. Currently 13 campuses have five-day-a-week delivery services and seven campuses have two- to three-day-a-week service. On the Madison campus, all 26 libraries have five-day-a-week service. The University is developing an RFP to select a vendor to provide improved service that will include five-day-a-week delivery for all campuses, direct service to library buildings, and handling of archival materials as well as traditional library materials. Connections could also be made with private academic, technical colleges, and public libraries served by the South Central Library System.

Interlibrary Loan

Committee members discussed the possibility of changing the priority system used by the Reference and Loan Library by adding a focus on region as well as—or in place of—interlibrary loan traffic levels. It was decided that Reference and Loan Library staff would develop some hypothetical models based on the current data for the September meeting. ■■

Help needed to fully identify poem, author

Jason Geise, a researcher at the Wisconsin Veterans Museum, has requested help in locating information on a poem and its author. The poem, "Last Dream" (by Ralph Fansham or Fanshum or Farnham) appears in the Civil War era (1861-1863) diary of Emilie Quiner. Geise is transcribing the handwritten diary that is in the Archives at the State Historical Society of Wisconsin. The poem will be included in some form at the Forest Hills Cemetery Tour hosted by the Wisconsin Veterans Museum in October.

Information Geise is hoping to obtain includes correct spelling of the author's name and any biographical information; whether the poem was ever published and if so where and when; correct wording and arrangement of verses.

The first lines of the poem follow.

"Last Dream"

By Ralph Fansham or Fanshum or Farnham, etc. Taken from Emilie Quiner's Diary, 1861-1863

"In the midst of his children's children by the home fire's cheerful blaze, An old man sat in his easy chair, dreaming of bygone days. Dreaming of wearisome muscles, by flood morass, and [mold] Where many a brave heart fainted with hunger, and thirst and cold..."

Reference sources already checked are Granger's Index to Poetry, Poole's Index to Periodical Literature (1815-1899), New York Times Index (1851-1866), and the Internet.

Anyone who would like a copy of the complete poem or who can provide the

information sought should contact Mary Struckmeyer, DPI, at (608) 224-6168 (mary.struckmeyer@dpi.state.wi.us). Those using e-mail are reminded to include their full names in the text of the message, since it does not always come through in the header. ■■

Calendar

9/10 Council on Library and Network Development (COLAND) Council Meeting, Green Bay.
10/12-14 Governor's Wisconsin Educational Technology Conference (GWETC), Milwaukee.
10/19-22 Wisconsin Library Association (WLA) Annual Conference, La Crosse.
11/10-11 Library Services and Technology Act (LSTA) Advisory Committee Meeting.
11/10-14 American Association of School Libraries (AASL) Annual Conference, Birmingham, AL.
2000
1/14-19 American Library Association (ALA) Midwinter Meeting, San Antonio.
2/16-20 Association of Educational Communications and

Technology Annual Conference, Long Beach, CA.
3/28-4/1 Public Library Association (PLA) National Conference, Charlotte, NC.
4/2-4 Wisconsin Educational Media Association (WEMA) Spring Conference, Middleton.
4/9-15 National Library Week.
4/19-21 Wisconsin Association of Academic Librarians (WAAL) Spring Conference, Fond du Lac.
5/11-12 Wisconsin Association of Public Librarians (WAPL) Spring Conference, Middleton.
7/6-13 American Library Association (ALA) Annual Conference, Chicago, IL.
10/10-12 Governor's Wisconsin Educational Technology Conference (GWETC), Madison.
10/31-11/3 Wisconsin Library Association (WLA) Annual Conference, Green Bay. ■■

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